

ABSTRACT

THE EFFECTS OF CONTEXTUAL TEACHING LEARNING (CTL) ON THE BENCH WORK LEARNING ACHIEVEMENT AT SMKN 1 SEYEGAN

By:

Deni Agus Riyanto

07503241001

This study aims at (1) finding out the learning achievement of the bench work study using conventional learning strategy and CTL at SMKN 1 Seyegan, (2) finding out the learning achievement difference between the control class and experiment class using CTL on the bench work study.

The method used in this study belongs to experimental research of which *quasi-experiment with a nonequivalent control group* was used as the research design. The study was conducted at SMKN 1 Seyegan, involving two classes. As the experimental class, TFL 1 got a treatment in the form of CTL during the teaching-learning activities, while TFL 2, as the control class, kept using conventional learning strategy. A pretest and posttest in the form of multiple-choice questions and observation sheet which had been validated by the experts and of which the reliability had been tested were used as the instruments in the data collection. A t-test was used to analyze the data in order to find out whether there was a difference in the students' learning achievement or not.

The learning achievement of the control class, i.e the class which used conventional learning strategy, is not satisfied enough. It can be shown from the mean 75.2 being gotten. The learning achievement of the experimental class, i.e the class which used CTL, is better. It can be shown from the mean 81 being gotten. The mode of the data is at 86; the median of the data is at 83; the highest score is 94, while the lowest score is 60. The measurement using the independent-samples t- test shows that $t_{table} < t_{count}$ ($1.67 < 4.64$). Therefore, it can be concluded that the learning achievement using CTL model is higher than the learning achievement using the conventional method.

Key words: CTL, Bench Work, Achievement